

Textbook Alignment to the Utah Core – World Civilizations

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

Name of Company and Individual Conducting Alignment:
Mandie Rosenberg of Practical Strategies Inc, Independent Contractor

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **World Civilizations Core Curriculum**

Title: World History, Modern Edition © 2007 ISBN#: 0131299735

Publisher: Pearson Prentice Hall

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
Objective 1.1: Speculate about the factors that led to civilized society.				
a.	Investigate hunters and gatherers.	SE/TE: pp. 2, 4, 13, 743 TE: p. 5	N/A	
b.	Explore man's domestication of plants and animals.	SE/TE: pp. 2, 4 TE: p. c	N/A	
c.	Examine the role of irrigation in early agriculture.	SE/TE: p. 6	N/A	
Objective 1.2: Assess the impact of geography on the locations of early civilizations.				
a.	Examine why early civilizations developed in river environments.	SE/TE: pp. 4, 6 TE: p. c	N/A	
b.	Evaluate the diffusion of civilizations.	SE/TE: pp. 6, 7	N/A	
Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.				
a.	Analyze the social, political, and economic structure of ancient civilizations.	SE/TE: pp. 2–3, 4–5, 6–7, 8–9	TR: All-In-One Teaching Resources, Modern Review Unit, Link to Literature, pp. 4, 8; All-In-One Teaching Resources, Modern Review Unit, Biography, p. 6; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 10–13 TECH: Color Transparencies, Transparency #6; Note Taking Transparencies, Transparencies #101, #102, #103	
b.	Investigate the technological advancements and	SE/TE: pp. 6–7, 9	N/A	

	writing systems that developed in early river valley cultures.			
c.	Identify the factors that led to the rise of cities.	SE/TE: p. 4	N/A	
STANDARD II: Students will comprehend the contributions of classical civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	SE/TE: pp. 7, 11, 12–13, 14–15, 16, 19, 24–25, 32	TR: All-In-One Teaching Resources, Modern Review Unit, Reading Strategy, p. 16; All-In-One Teaching Resources, Modern Review Unit, Link to Literature, p. 33; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 14, 16, 28 TECH: Color Transparencies, Transparencies #15, 63; Note Taking Transparencies, Transparencies #104, 111	
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	SE/TE: pp. 7, 11, 19, 24–25, 32 TE: p. 15	TECH: Color Transparencies, Transparencies #63, #15; Note Taking Transparencies, Transparency #111	

c.	Compare and contrast the major philosophies of the Greeks and Chinese.	SE/TE: pp. 15, 17	N/A	
Objective 2.2: Analyze the development of classical political systems.				
a.	Contrast the evolution of Athenian democracy and Spartan rule.	SE/TE: p. 17	TR: All-In-One Teaching Resources, Modern Review Unit, Viewpoints, p. 19; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, p. 16 TECH: Note Taking Transparencies, Transparency #105	
b.	Examine the consequences of Persian and Macedonian expansion.	SE/TE: p. 17	TECH: Note Taking Transparencies, Transparency #105; Color Transparencies, Transparency #24	
c.	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	SE/TE: pp. 15, 16	N/A	
d.	Compare the development of the Roman and Han empires.	SE/TE: pp. 15, 18	TR: All-In-One Teaching Resources, Modern Review Unit, Link to Literature, p. 20; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, p. 16 TECH: Witness History Discovery School Video Program: Rome: The Rise of Empire; Note Taking Transparencies, Transparency #106	
Objective 2.3: Investigate the importance of the expansion of trade.				
a.	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	SE/TE: p. 17	TECH: Witness History Discovery School Video Program: Alexander the Great; Color Transparencies Transparency #24	

b.	Examine the technological improvements in transportation over time.	N/A	N/A	
c.	Assess the importance of the Mediterranean and East Asian trade routes.	SE/TE: p. 15	TR: All-In-One Teaching Resources, Modern Review Unit, Traveler's Tales, p. 18	
Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.				
a.	Examine the importance and influence of Greco-Roman art and architecture.	SE/TE: pp. 17, 19	N/A	
b.	Assess the development of Indian and Chinese architecture and art.	SE/TE: p. 14	N/A	
c.	Investigate the importance and influence of the performing arts on classical civilizations.	N/A	N/A	
Objective 2.5: Analyze the social organization of classical cultures.				
a.	Describe the role of slavery in Greece and Rome.	N/A	N/A	
b.	Compare the role of the family in Imperial Rome and Confucian China.	SE/TE: p. 15	N/A	
c.	Explain the caste system of India.	SE/TE: p. 15	N/A	
d.	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	N/A	N/A	
STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Appraise the major characteristics of interregional				

contact that linked the people of Africa, Asia and Europe.				
a.	Describe the impact the Silk Road had on trade across Europe and Asia.	SE/TE: pp. 15, 239, 267	TR: All-In-One Teaching Resources, Modern Review Unit, Traveler's Tales, p. 18	
b.	Discuss the importance of cross-Saharan migrations.	SE/TE: pp. 34–35	TR: All-In-One Teaching Resources, Modern Review Unit, Traveler's Tales, p. 34; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, p. 34 TECH: Witness History Discovery School Video Program: Great Zimbabwe: Lost City of Africa; Note Taking Transparencies, Transparency #112	
c.	Examine the consequences of the Crusades.	SE/TE: p. 29	N/A	
d.	Analyze the impact of Mongol invasion on Europe and Asia.	SE/TE: pp. 31, 33, 36–37	N/A	
e.	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	SE/TE: p. 37	N/A	
Objective 3.2: Assess the influence of advancing technologies on the development of societies.				
a.	Identify the significant technological developments in Tang China.	SE/TE: p. 36	N/A	
b.	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	N/A	N/A	
c.	Explain the consequences of the cannon and the longbow on European warfare and society.	N/A	N/A	
d.	Analyze the impact of movable type printing on Europe.	SE/TE: pp. 56, 81	N/A	
Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.				
a.	Assess the expansion of Portugal and Spain on	SE/TE: pp. 85–86, 90–91, 95–96, 97, 104	TR: All-In-One Teaching Resources, Unit 1, Section	

	Africa, India, and Southwest Asia.		Quiz, p. 24 TECH: World History Audio CD: Great Seabirds Arrive; Gunfire Over Malacca	
b.	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	SE/TE: pp. 110–114, 115–118, 136–137 TE: p. 108c	TR: All-In-One Teaching Resources, Unit 1, Primary Sources, pp. 49, 51; All-In-One Teaching Resources, Unit 1, Traveler's Tales, p. 52; All-In-One Teaching Resources, Unit 1, Section Quiz, p. 42; All-In-One Teaching Resources, Unit 1, Viewpoints, p. 50; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 53–56 TECH: World History Audio CD: Moctezuma Strange News, A Missionary Protests, Mayan Life; Note Taking Transparencies, Transparencies #110, #111A, #111B; Color Transparencies, Transparencies #89, #90, #93	
c.	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	SE/TE: pp. 125–126, 129–133, 134–135, 136–137	TR: All-In-One Teaching Resources, Unit 1, Section Quiz, p. 46; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 61, 62 TECH: Note Taking Transparencies, Transparencies #114A, 114B; Color Transparencies, Transparencies #92, #94; World History Audio CD: “Uniting the World,”; History Interactive timeline, nap–1651	
d.	Investigate French, Dutch, and English merchants’ impact	SE/TE: pp. 120–122, 124, 132–133	TR: All-In-One Teaching Resources, Unit 1, Outline	

	on European overseas expansion.		Map, p. 54; All-In-One Teaching Resources, Unit 1, Geography Quiz, p. 56; All-In-One Teaching Resources, Unit 1, Section Quiz, p. 46; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 57, 58, 61, 62 TECH: Note Taking Transparencies, Transparency #112; Color Transparencies, Transparency #92	
Objective 4.4: Investigate the rise and development of the modern European political system.				
a.	Describe the political and economic importance of the growth of towns in northern Europe.	SE/TE: p. 27	N/A	
b.	Explain the political and economic consequences of the rise of national monarchies.	SE/TE: p. 28	N/A	
e.	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	SE/TE: pp. 130–133	TR: All-In-One Teaching Resources, Unit 1, Section Quiz, p. 46 TECH: Note Taking Transparencies, Transparency #114B	
STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.				
a.	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	SE/TE: pp. 36–37, 47, 48–54, 55, 56–59, 60, 78–79	TR: All-In-One Teaching Resources, Unit 1, Outline Map, p. 14; All-In-One Teaching Resources, Unit 1, Geography Quiz, p. 15; All-In-One Teaching Resources, Unit 1, Section Quiz, pp. 2, 3; All-In-One Teaching Resources, Unit 1, Biography, pp. 9, 12; All-In-One Teaching Resources, Unit 1, Link to Literature, p. 11 TECH: World History Audio CD: Painting a Renaissance Marvel; An Artist Becomes a Biographer; Giorgio Vasari; An Expanding World; Note Taking Transparencies, Transparencies #101, #102; Color Transparencies, Transparencies #76, #77, #79, #80, #81	
b.	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	SE/TE: pp. 61–65, 66–71, 72, 78–79	TR: All-In-One Teaching Resources, Unit 1, Section Quiz, pp. 4, 5; All-In-One Teaching Resources, Unit 1, Biography, p. 12; All-In-One Teaching Resources, Unit 1, Primary Sources, p. 13; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 39–42 TECH: Note Taking Transparencies, Transparencies #103, #104; Color Transparencies, Transparency #78; World History Audio CD: A Monk Rebels; A King Speaks Out	
c.	Analyze the significant ideas and philosophies of	SE/TE: pp. 72–76, 77, 78–79, 181,	TR: All-In-One Teaching	

	the scientific revolution and the Enlightenment.	182–186, 187, 188–193, 197–198, 204–205	Resources, Unit 1, Section Quiz, p. 6; All-In-One Teaching Resources, Unit 1, Viewpoints, p. 10; All-In-One Teaching Resources, Unit 2, Section Quiz, pp. 2–4; All-In-One Teaching Resources, Unit 2, Biography, p. 7; All-In-One Teaching Resources, Unit 2, Viewpoints, p. 10; All-In-One Teaching Resources, Unit 2, Outline Map, p. 12; All-In-One Teaching Resources, Unit 2, Link to Literature, p. 9; All-In-One Teaching Resources, Unit 2, Primary Sources, p. 8; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 43, 44, 74, 77 TECH: Note Taking Transparencies, Transparency #105; World History Audio CD: Mountains of the Moon; Pens to Inspire Revolution; Rousseau Stirs Things Up; Mozart, the Musical Genius; Rococo Reaction; Opera; Witness History Discovery School Video Program: The Enlightenment and the American Revolution	
d.	Examine the roles and conditions of men, women, and children in European monarchies.	SE/TE: pp. 150, 151, 161, 169, 173, 211–212	TR: All-In-One Teaching Resources, Unit 1, Link to Literature, p. 70; All-In-One Teaching Resources, Unit 1, Primary Sources, p. 71	
Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.				
a.	Explain the political, economic, and social philosophies that	SE/TE: pp. 159–161, 181, 182–186, 187	TR: All-In-One Teaching Resources, Unit 2, Section	

	lead to revolution.		<p>Quiz, p. 2; All-In-One Teaching Resources, Unit 2, Biography, p. 7; All-In-One Teaching Resources, Unit 2, Viewpoints, p. 10; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 75, 76</p> <p>TECH: World History Audio CD: Pens to Inspire Revolution; Rousseau Stirs Things Up; Color Transparencies, Transparencies #101, #102; Note Taking Transparencies, Transparency #120</p>	
b.	<p>Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.</p>	<p>SE/TE: pp. 195–201, 202–203, 204, 210–228, 229, 240–243, 282, 283–288, 477–483, 484–485, 623–625</p>	<p>TR: All-In-One Teaching Resources, Unit 2, Outline Map, pp. 5, 71; All-In-One Teaching Resources, Unit 2, Geography Quiz, pp. 14, 72; All-In-One Teaching Resources, Unit 2, Section Quiz, pp. 4, 21–23, 62; All-In-One Teaching Resources, Unit 2, Viewpoints, pp. 11, 31; All-In-One Teaching Resources, Unit 2, Link to Literature, p. 29; All-In-One Teaching Resources, Unit 2, Biography, pp. 30, 68; All-In-One Teaching Resources, Unit 2, Primary Sources, pp. 27, 69; All-In-One Teaching Resources, Unit 2, Simulation, pp. 79–82; All-In-One Teaching Resources, Unit 5, Section Quiz, p. 4; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking</p>	

			<p>Study Guide, pp. 78–79, 80–88, 102–103, 194–195</p> <p>TECH: World History Audio CD: Paine’s Common Sense; The Declaration of Independence; Inciting Revolution; Parisian Women Storm Versailles; The Engine of Terror; A Revolutionary is Born; Voices From the Front; Communist Victory in China; Color Transparencies, Transparencies #103, #104, #106, #123, #161, #184, #107, #109, #110; Note Taking Transparencies, Transparencies #122, #133, #160; World History Audio CD: The Enlightenment and the American Revolution; The Fall of the Tsar</p>	
Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.				
a.	Compare and contrast capitalism and socialism.	<p>SE/TE: pp. 131–132, 260–261, 263–364, 265, 267, 269</p>	<p>TR: All-In-One Teaching Resources, Unit 2, Biography, p. 49; All-In-One Teaching Resources, Unit 2, Section Quiz, p. 44; All-In-One Teaching Resources, Unit 2, Viewpoints, p. 50; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 95–96, 97</p> <p>TECH: World History Audio CD: The Struggle of the Working Class; Note Taking Transparencies, Transparency #130</p>	
b.	Explain the significance of the agricultural revolution.	<p>SE/TE: pp. 247–248</p>	<p>TR: All-In-One Teaching Resources, Unit 2, Reading Strategy, p. 7; All-In-One Teaching Resources, Unit 2, Section Quiz, p. 41; Reading and Note Taking</p>	

			Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 89, 90 TECH: Note Taking Transparencies, Transparency #127	
c.	Investigate the impact of the first and second Industrial Revolutions.	SE/TE: pp. 246–258, 259, 260–264, 266–269, 298–309, 310–311, 312–322, 323, 324–327	TR: All-In-One Teaching Resources, Unit 2, Section Quiz, pp. 41–44; All-In-One Teaching Resources, Unit 2, Outline Map, p. 52; All-In-One Teaching Resources, Unit 2, Geography Quiz, p. 53; All-In-One Teaching Resources, Unit 2, Link to Literature, pp. 51, 48; All-In-One Teaching Resources, Unit 2, Viewpoints, pp. 47, 50; All-In-One Teaching Resources, Unit 2, Biography, p. 49; All-In-One Teaching Resources, Unit 3, Outline Map, p. 13; All-In-One Teaching Resources, Unit 3, Geography Quiz, p. 14; All-In-One Teaching Resources, Unit 3, Section Quiz, pp. 2–5; All-In-One Teaching Resources, Unit 3, Link to Literature, pp. 10–11; All-In-One Teaching Resources, Unit 3, Simulation, pp. 104–107; All-In-One Teaching Resources, Unit 3, Primary Sources, p. 8; All-In-One Teaching Resources, Unit 3, Viewpoints, p. 9; All-In-One Teaching Resources, Unit 3, Biography, p. 12; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and	

			Note Taking Study Guide, pp. 89–97, 104–111 TECH: World History Audio CD: From Hand Power to Steam Power; Riding the Railway; Stench and Sickness; The Struggle of the Working Class; Factory Life; The Steelmaking Process; London Fog; Votes for Women; Sunset; Ludwig van Beethoven; Witness History Discovery School Video Program: In Old New York; The Jungle: A View of Industrial America; Color Transparencies, Transparencies #113–118; #125–130; Note Taking Transparencies, Transparencies #128–130; #134–137	
Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.				
a.	Examine the impact of Western imperialism on Africa.	SE/TE: pp. 387, 391, 392–398, 399, 416–417, 496 TE: p. 386c	TR: All-In-One Teaching Resources, Unit 3, Section Quiz, p. 64; All-In-One Teaching Resources, Unit 3, Viewpoints, p. 70; All-In-One Teaching Resources, Unit 3, Link to Literature, p. 71 TECH: World History Audio CD: Empire Builders; Resisting Imperialism; An African Protests Colonialism; Color Transparencies, Transparencies #145, #149; Note Taking Transparencies, Transparency #148; Witness History Discovery School Video Program: The Scramble for African Colonies	
b.	Compare the reactions of China, India, and Japan to foreign domination.	SE/TE: pp. 405–409, 411–415, 416–417, 423–424	TR: All-In-One Teaching Resources, Unit 3, Outline Map, p. 76; All-In-One Teaching Resources, Unit 3, Geography Quiz, p. 47; All-In-One Teaching Resources, Unit 3, Section Quiz, pp. 66, 67; All-In-One Teaching	

			Resources, Unit 3, Primary Sources, p. 74; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 136–138 TECH: World History Audio CD: Critical of British Rule; Trading Opium for Tea; Color Transparencies, Transparencies #147, #148; Note Taking Transparencies, Transparencies #150, #151	
STANDARD V: Students will understand the interaction of peoples in the global integration of the 20th century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze the political and economic global issues in the first half of the 20th century.				
a.	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	SE/TE: pp. 536–540, 541, 542–549, 550–555, 556–559	TR: All-In-One Teaching Resources, Unit 4, Reading Strategy, p. 50; All-In-One Teaching Resources, Unit 4, Section Quiz, pp. 46–48; All-In-One Teaching Resources, Unit 4, Link to Literature, pp. 53, 54; All-In-One Teaching Resources, Unit 4, Viewpoints, p. 55; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 173–178	

			TECH: World History Audio CD: Nazi Germany; A New Leader: Mussolini; The Heart of the Party; Anna Akmatova; The Nazis in Control of Germany; Color Transparencies, Transparencies #170, #171, #173–174; Note Taking Transparencies, Transparencies #168A, #168B, #160, #170	
b.	Examine the connections among WWI, the Great Depression, and WWII.	SE/TE: pp. 454–476, 485, 532–535, 536–537, 550–551, 561, 562–567	TR: All-In-One Teaching Resources, Unit 4, Section Quiz, pp. 2–5, 45; All-In-One Teaching Resources, Unit 4, Outline Map, p. 14; All-In-One Teaching Resources, Unit 4, Section Quiz, pp. 16, 65; All-In-One Teaching Resources, Unit 4, Viewpoints, pp. 11, 72; All-In-One Teaching Resources, Unit 4, Traveler’s Tales, p. 13; All-In-One Teaching Resources, Unit 4, Primary Sources, p. 10; All-In-One Teaching Resources, Unit 4, Link to Literature, p. 12; All-In-One Teaching Resources, Unit 4, Biography, p. 9; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 148–156, 171–172, 179–180 TECH: World History Audio CD: The Spark; A Solider on the Western Front; An American War Song; Worth the Cost?; A City Lies in Ruins; A Desperate Peace; Witness History Discovery School Video Program: World War I: A New Kind of War; The Great Depression and	

			American Farmers; Color Transparencies, Transparencies #157–159, #166, #169, #174; Note Taking Transparencies, Transparencies #156, #157A, #157B, #158, #159A, #159B, #167B, #171A, #171B	
c.	Assess the consequences of global war on the world.	SE/TE: pp. 471–476, 590–594, 596–597	TR: All-In-One Teaching Resources, Unit 4, Link to Literature, p. 12; All-In-One Teaching Resources, Unit 4, Biography, pp. 9, 76; All-In-One Teaching Resources, Unit 4, Section Quiz, pp. 5, 69; All-In-One Teaching Resources, Unit 4, Simulation, pp. 86–89; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 155, 156, 187, 188 TECH: World History Audio CD: Worth the Cost?; The War is Over!; Color Transparencies, Transparency #179; Note Taking Transparencies, Transparencies #159A, #159B, #175	
Objective 5.2: Investigate the impact of the Cold War on integration.				
a.	Explain the key elements of the Cold War.	SE/TE: pp. 603, 604–612, 627–629, 630–635 TE: p. 602c	TR: All-In-One Teaching Resources, Unit 5, Outline Map, p. 14; All-In-One Teaching Resources, Unit 5, Section Quiz, pp. 2–5; All-In-One Teaching Resources, Unit 5, Link to Literature, p. 9; All-In-One Teaching Resources, Unit 5, Viewpoints, p. 10; Reading and Note Taking Study Guide, Adapted Reading	

			<p>and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 190–197</p> <p>TECH: World History Audio CD: Berlin Is Walled In; An Iron Curtain; The Cuban Missile Crisis; The Marshall Plan; New York Herald Tribune; Communist Victory in China; America’s Role in Vietnam; The Vietnam War; World History Audio CD: The Rise and Fall of the Berlin Wall; Showdown: The Cuban Missile Crisis; Color Transparencies, Transparencies #180–184; Note Taking Transparencies, Transparencies #177–179</p>	
b.	Examine the independence movements in the African and Asian colonial world.	<p>SE/TE: pp. 651–668, 669, 676–679</p>	<p>TR: All-In-One Teaching Resources, Unit 5, Section Quiz, pp. 23–25; All-In-One Teaching Resources, Unit 5, Viewpoints, p. 29; All-In-One Teaching Resources, Unit 5, Biography, p. 30; All-In-One Teaching Resources, Unit 5, Outline Map, p. 34; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 200–205</p> <p>TECH: World History Audio CD: Independence in Eritrea; Fleeing Amid Religious Violence; All For All; Kenya Achieves Independence; World History Audio CD: Pakistan: Improving Education; Color Transparencies, Transparencies #186–188, #191; Note Taking Transparencies, Transparencies #181–183</p>	
c.	Determine the causes and effects of the collapse of the	SE/TE: pp. 636–637, 638–644, 645,	TR: All-In-One Teaching	

	Soviet sphere.	649	Resources, Unit 5, Outline Map, p. 15; All-In-One Teaching Resources, Unit 5, Geography Quiz, p. 16; All-In-One Teaching Resources, Unit 5, Section Quiz, p. 6; All-In-One Teaching Resources, Unit 5, Biography, pp. 11, 12; All-In-One Teaching Resources, Unit 5, Viewpoints, p. 13; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 198, 199 TECH: History Interactive timeline, nap-3041; World History Audio CD: A Democratic Transformation; Color Transparencies, Transparency #185; Note Taking Transparencies, Transparency #180	
Objective 5.3: Investigate the creation of international organizations and global integration.				
a.	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	SE/TE: pp. 591, 597, 620–621, 685, 699, 735, 736, 740–741, 747–748, 765	TR: All-In-One Teaching Resources, Unit 5, Outline Map, p. 94; All-In-One Teaching Resources, Unit 5, Section Quiz, p. 83; All-In-One Teaching Resources, Unit 5, Primary Sources, p. 91; All-In-One Teaching Resources, Unit 5, Link to Literature, p. 90 TECH: Go online for a Geography Interactive Audio Guided Tour using web code nap-3411; Color Transparencies, Transparency #208; History Interactive timeline, nap-3431	
b.	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite	SE/TE: pp. 758–763	TR: All-In-One Teaching Resources, Unit 5, Section Quiz, p. 86; All-In-One	

	communications, information technology/internet, mass transportation.		Teaching Resources, Unit 5, Traveler's Tales, p. 97; Reading and Note Taking Study Guide, Adapted Reading and Note Taking Study Guide, Spanish Reading and Note Taking Study Guide, pp. 231, 232 TECH: World History Audio CD: A Giant Leap for Mankind; Witness History Discovery School Video Program: The Space Race; Note Taking Transparencies, Transparency #196; Color Transparencies, Transparency #209	
c.	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	SE/TE: pp. 594, 597, 604, 605, 613, 618, 685, 699, 747–748	N/A	
Objective 4: Evaluate the impact of terrorism on the world's political, economic, and social systems.				
a.	Assess the base of terrorist networks and activities.	SE/TE: pp. 754–757	TR: All-In-One Teaching Resources, Unit 5, Section Quiz, p. 85 TECH: Witness History Discovery School Video Program: The Taliban in Afghanistan	
b.	Examine the impact of terrorism on the lives of people.	SE/TE: pp. 754–757	TR: All-In-One Teaching Resources, Unit 5, Section Quiz, p. 85 TECH: Witness History Discovery School Video Program: The Taliban in Afghanistan	
c.	Analyze the responses of political and economic institutions to terrorism.	SE/TE: pp. 754–757	N/A	